



PINE TREE HILL ELEMENTARY

938 Bishopville Hwy
Camden, SC 29020

Grades	PK-5 Elementary School	
Enrollment	657 Students	
Principal	Lisa Shannon	803-425-8970
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

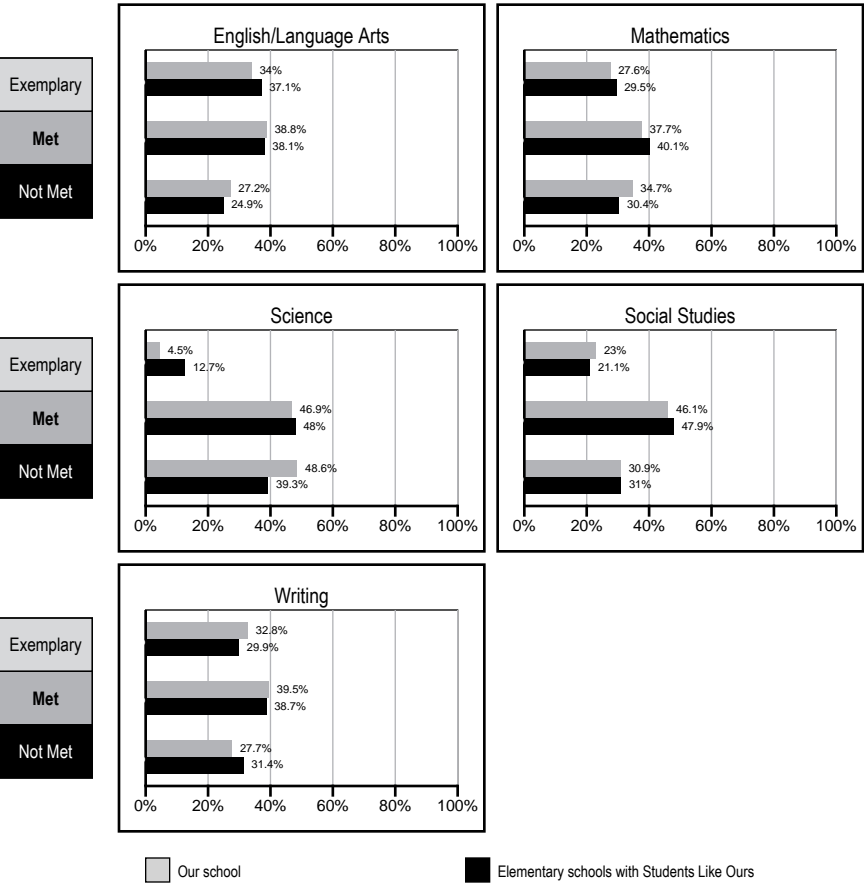
99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	95	8	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=657)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.4%	1.3%	1.2%
Attendance rate	94.8%	Down from 95.8%	95.8%	96.1%
Eligible for gifted and talented	18.0%	Up from 15.1%	10.4%	11.7%
With disabilities other than speech	5.7%	Down from 6.4%	8.7%	8.0%
Older than usual for grade	0.4%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 4.4%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	70.7%	Down from 73.3%	60.0%	60.5%
Continuing contract teachers	87.8%	Up from 82.2%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.3%	88.1%	87.0%
Teacher attendance rate	95.7%	Up from 95.0%	95.0%	95.4%
Average teacher salary*	\$50,163	Down 0.5%	\$47,077	\$47,288
Professional development days/teacher	6.0 days	Down from 7.7 days	10.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.7 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 90.0%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 81.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,611	Up 3.7%	\$7,486	\$7,548
Percent of expenditures for instruction**	74.4%	Down from 74.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	72.7%	Up from 70.8%	64.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2009-2010 school year at Pine Tree Hill was filled with many exciting and enriching learning opportunities for the students, parents, and staff. We continued the services of our science labs, curriculum coach, and reading interventionist, increased the use of our computer lab for computer-based interventions, and continued implementation of PBIS (Positive Behavior Intervention Supports).

Pine Tree Hill serves primarily a lower/middle income population with 75-85% of our students qualifying for free or reduced priced meals. We also have a rather transient population as approximately 30% of our students transfer on a yearly basis. In spite of these challenges, we have been fortunate to experience significant improvement in our goals of increasing student achievement and improving student discipline.

PTH provides an on-site after-school child care service through PEP, Pupil Enrichment Program. Girl Scouts, Cub Scouts, BETA Club, Student Council, Art Club, and strings classes are offered as enrichment opportunities for our students.

Innovative technology, such as interactive white-boards, enhanced lessons in all areas. Six mobile labs are available for classes to use for a variety of computer lessons. An additional early morning computer lab was stationed to help our students enhance their PASS skills.

We celebrate our children's growth through Honor Roll recognitions, Book-celebrations, and other celebrations. Our students continued their community service through food drives, Jump Rope for Heart, Relay for Life, and recycling activities sponsored by student council and Beta Club. Students had the opportunity to provide leadership through the Safety Patrol Program and the WPUP News Daily Broadcast.

Our students were provided a wealth of extended learning opportunities which included field trips to the zoo, historical sites, artist in residence, contests, musical and dramatic performances, animal habitats, and community-resource speakers and presenters. We believe that enriching the lives of our students and expanding their views of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a lifelong endeavor.

The school emphasized developing good character traits by distributing "Behavior Bucks" for good choices and evidence of helping others. In addition, we provide numerous opportunities for our students to learn more about making good choices in order to become productive citizens. Our students have participated in Pennies for Patients, Relay for Life, Jump Rope for Heart, collected canned goods for the needy, and donated supplies to the Animal Shelter.

Lisa Shannon, Principal
Renee Sanders, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	91	74
Percent satisfied with learning environment	95.3%	83.3%	80.8%
Percent satisfied with social and physical environment	100.0%	83.3%	87.7%
Percent satisfied with school-home relations	83.7%	85.7%	81.1%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	282	99.7	27.2	38.8	34	83.6	85.9	83.5	Yes	Yes
Gender										
Male	139	100	30.4	38.5	31.1	79.3	83.5	80.1	N/A	N/A
Female	143	99.3	24.1	39.1	36.8	88	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	151	100	20.3	35.7	44.1	88.1	89.7	89.6	Yes	Yes
African American	106	100	36.9	42.7	20.4	76.7	77	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	24	95.8	28.6	38.1	33.3	85.7	86	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	39	100	70.3	18.9	10.8	43.2	52.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	33.3	33.3	33.3	83.3	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	100	33	38.3	28.7	78.2	79.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	282	99.7	34.7	37.7	27.6	75.7	82.5	80.4	Yes	Yes
Gender										
Male	139	100	34.1	35.6	30.4	75.6	80.5	78.4	N/A	N/A
Female	143	99.3	35.3	39.8	24.8	75.9	84.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	151	100	23.8	37.1	39.2	82.5	87.2	87.8	Yes	Yes
African American	106	100	47.6	37.9	14.6	68	71.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	24	95.8	47.6	38.1	14.3	66.7	81.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	39	100	67.6	18.9	13.5	43.2	48.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	50	38.9	11.1	61.1	77.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	100	41.5	37.8	20.7	69.7	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	186	98.4	47.7	47.7	4.6	52.3	69.5	67.3
Gender								
Male	92	96.7	47.7	44.3	8	52.3	69.4	66.9
Female	94	100	47.7	51.2	1.2	52.3	69.6	67.7
Racial/Ethnic Group								
White	95	96.8	31.4	59.3	9.3	68.6	78.1	79.6
African American	74	100	N/A	N/A	N/A	34.7	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	16	100	N/A	N/A	N/A	40	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	91.7	N/A	N/A	N/A	25	34.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	N/A	N/A	N/A	41.7	50.5	58.6
Socio-Economic Status								
Subsidized meals	129	99.2	56.9	42.3	0.8	43.1	57.6	55.4

Social Studies								
All Students	188	98.9	30.5	46.3	23.2	69.5	73.9	70.9
Gender								
Male	91	97.8	27.6	46	26.4	72.4	74.2	70.1
Female	97	100	33.3	46.7	20	66.7	73.6	71.7
Racial/Ethnic Group								
White	100	99	23.7	44.1	32.3	76.3	79.3	79.2
African American	72	100	37.1	50	12.9	62.9	61.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.8	86.8
Hispanic	16	93.8	42.9	42.9	14.3	57.1	70.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	96.2	68	28	4	32	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	92.3	54.5	27.3	18.2	45.5	66.7	68
Socio-Economic Status								
Subsidized meals	133	98.5	36.8	46.4	16.8	63.2	64.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	284	98.9	26.9	39.9	33.2	73.1	76.2	72.1	94.8	95.5
Gender										
Male	139	98.6	36.6	37.3	26.1	63.4	69.6	65.2	94.5	95.4
Female	144	99.3	17.2	42.5	40.3	82.8	83.2	79.2	95.1	95.6
Racial/Ethnic Group										
White	154	98.7	23.6	34.7	41.7	76.4	81	80.8	94.1	95.2
African American	105	99.1	30.4	47.1	22.5	69.6	65	59.7	95.8	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	87	90	96.4
Hispanic	23	100	33.3	38.1	28.6	66.7	72.8	64.6	96.1	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	93.3	88.6
Disability Status										
Disabled	36	97.2	70.6	23.5	5.9	29.4	28.9	27.7	94.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	38.9	38.9	22.2	61.1	67.5	63.7	96.3	96.5
Socio-Economic Status										
Subsidized meals	198	98.5	31	41.7	27.3	69	66.9	61.9	94.6	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	21.2	36.5	42.4	78.8
	4	106	100	31.3	41.4	27.3	68.7
	5	103	100	22.5	48	29.4	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	86	100	19.3	28.9	51.8	80.7
	4	94	98.9	32.2	39.1	28.7	67.8
	5	102	100	29.6	46.9	23.5	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	34.1	45.9	20	65.9
	4	106	100	36.4	41.4	22.2	63.6
	5	103	100	26.5	48	25.5	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	86	100	34.9	31.3	33.7	65.1
	4	94	98.9	24.1	43.7	32.2	75.9
	5	102	100	43.9	37.8	18.4	56.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	42	100	42.9	52.4	4.8	57.1
	4	106	100	42.4	50.5	7.1	57.6
	5	52	98.1	40	52	8	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	97.7	48.8	43.9	7.3	51.2
	4	93	100	44.8	51.7	3.4	55.2
	5	50	96	52.2	43.5	4.3	47.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	20.9	58.1	20.9	79.1
	4	106	99.1	30.6	58.2	11.2	69.4
	5	51	100	31.4	43.1	25.5	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	43	100	29.3	46.3	24.4	70.7
	4	93	100	25.3	48.3	26.4	74.7
	5	52	96.2	40.8	42.9	16.3	59.2
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	87	98.9	26.7	26.7	46.5	73.3
	4	106	99.1	38	39	23	62
	5	105	98.1	28.4	37.3	34.3	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	89	98.9	22.6	38.1	39.3	77.4
	4	94	98.9	18.4	43.7	37.9	81.6
	5	101	99	38.1	38.1	23.7	61.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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